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ABSTRACT

This book demonstrates that block schedules provide opportunities for educators to address the needs of diverse student populations in general education classrooms. The inclusion of at-risk students and students with special needs into regular classrooms provides new challenges for educators, and block scheduling provides extended time for these students to process information in a connected curriculum rather than during fragmented periods of study. The first part of the book includes details for both content teachers and support teachers about how inclusion can work in a block-scheduled school. The six chapters are: (1) "Introduction," (2) "Teaching Versus Coverage," (3) "Cooperative Planning Between Support Teachers and Content Teachers," (4) "Delivery of Instruction," (5) "Teaching Strategies," and (6) "Assessment." The 12 appendixes focus on Goal Setting; Levels of Questions; Identifying Key Information; Understanding Information; Sustaining Attention and Concentration; What to Do Before and After the Test; Memorizing; Self-Advocacy and Self-Determination Strategies; Constructing for Knowledge; Reporting Progress and Accommodations; Organizing Time and Materials; and What to Do During the Test. (Contains references). (SM)

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